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The Prairie View Standard

Vol. 33

Prairie View State College, Prairie View Branch, Hempstead, Texas, March, 1942

No. 7

PRELIMINARY STUDY

Devices for Evaluating Behavior of Pre-School Children in the Prairie View College Nursery School

By Mrs. Jimmie Ruth McDonald
Phillip

The purpose of this study was to observe and study the behavior actions of 12 children attending the Prairie View State College Nursery School. Perhaps this study may develop to the extent that information records of behavior, in light of casual factors, may bring adjustment to a particular child and help the teacher and parents to meet the child's needs.

The writer hopes that the results of this and other studies of special topics, such as, habit formation, play materials, intelligence, tests, physical examinations with defects and suggestions given by the doctor, may help her as well as her mother's to understand her child and be able to find guidance for her needs.

The cases quoted with suggested causes, however, are by no means to be judged as recommendations for mothers to follow. They are only to call attention to certain habits or undesirable behavior which some children are developing daily and of which many parents are not aware.

There are many techniques for use in the study of children, and one should not be decided upon because it proved useful in other settings, nor because it has gained prestige, but rather on the basis of how helpful and disturbing one technique is for the special situation in which the teacher works.

Many teachers might find it advantageous to begin somewhat detailed study of one or two children while proceeding as usual with regular class work. It must be borne in mind at the same time that the work situation is different and so that many results obtained by the clinician, or research worker in the laboratory or consultation room may not apply at all. In other words, the service study made by a classroom teacher is primarily to seek informa-

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HOME ECONOMICS BUILDING

13TH ANNUAL CONFERENCE ON EDUCATION OF NEGROES

Theme: Negro Domestic Service in Texas: As a Caste, as Maladjusted Labor, and as a Professional Service of the Highest Social Value

The Annual State Conference on Negro Education held by Prairie View State College, was another high light in the years program. The findings indicate that there is a need for a more clearly defined understanding between employer and the domestic employee. The services of such employees, both public and private, were considered in the study. The study cannot be said to show the picture of Texas as a whole, because the total number of cases considered was too small. While many of these employees were given names, it was found that the names given to the services were of little consequence, but rather the services rendered: in other words as said Mr. H. A. Bullock "The name is artificial, while the function is realistic."

The matter of hours of service was given consideration, for whereas many employees were hired to work 8 hours a day, the time actually worked was found to be anywhere from 1 to 19 hours a day.

The compensation differed according to private and institutional employment. It seemed that the institutions paid larger wages than private families.

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HOMEMAKING TEACHERS URGED TO TAKE STOCK OF THEIR HOMEMAKING PROGRAMS

A series of conferences were held during the first two weeks of March for homemaking teachers. The purpose of the conferences was to urge teachers to take stock of their present program, to determine the phases of it that needed emphasis, re-direction, enrichment or expansion during the emergency.

The following topics were considered through Committee work and general discussion:

- Youth Councils
- Food for Freedom
- Health, First Aid, Home Hygiene and Care of the Sick
- Care of Children
- Making Youth Employable
- Home Management
- Reaching and Teaching Adults.
- Suggested production activities in military areas.

The groups stressed the importance of staying on the job the entire year, if possible, in order to put over a more effective program of work. The teachers who are employed for an extra month decided to plan to spend some time in the community each month or train women who would be responsible for leadership in seeing that the program is accomplished. College students are asked to contact the homemaking teachers in their home towns and volunteer their services during the vacation period.

The Prairie View Standard

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HOME ECONOMICS IN BRIEF

This is the Prairie View State College Standard published under the direction of the Home Economics Division. It aims to give the readers brief, accurate and up-to-date information about the Home Economics

Division and its program and distinctive features.

One chief and outstanding characteristic of the Home Economics Division is its belief that no single element of education is sufficient in itself. The individual has the best managed life, who has the truest and fullest understanding of relative values, and who develops character, intelligence and personality in accordance with that understanding.

Home Economists as well as other people must survey life as a whole, and strive to achieve those values that are universal and enduring.

Education of the intelligence alone, may lead the individual to be skillful in taking advantage of others, or may leave him too lacking in initiative and resourcefulness to accomplish anything not written with specific directions.

Home Economics should take account to the personal qualities that are most valuable and try to estimate as nearly as possible the relative importance of each.

While it may not be possible to teach a student how to do everything she is likely to be called upon to do, throughout a career, yet it is the hope that all may be encouraged and inspired to be the kind of person who shall know or find out what to do, and do it.

TEACHER EDUCATION PROGRAM

The general aim of the teacher education program is to aid student teachers in achieving a high degree of professional efficiency in becoming a thoughtful and alert student of education rather than making one immediately efficient in teaching. Student teaching is usually the culmination of experiences in general education, therefore, it gives the student an opportunity to demonstrate her achievement of the goals of teacher education and is a further growth of experience.

It is expected that the student teacher will learn to function as a problem finder, a goal-seeker and a self-evaluator. Schooling in and of itself does not insure teaching success. Neither does being exposed to education courses assure success in teaching. Since it is true that prospective teacher students cannot teach before they take a course in education, Prairie View State College has put forth its best efforts in the present set-up in order to produce the best possible

product.

The actual teaching participation is done in schools in and outside of Waller County especially selected for this purpose. Students take up residence at these teacher education centers for a period of nine weeks, where they are guided and counseled by the State College, and a supervising teacher.

The introduction to student teaching is brought about through a period of observation of a class for which the student teacher will later take over major responsibilities. This is done gradually and accumulatively which enables the student teacher to become acquainted with the pupils and the situation and to grow into the work that must be done.

Outcomes desired from student teaching in Home Economics are (1) an insight into the responsibilities and the problems of the Home Economics teacher; (2) An understanding of the importance of planning in teaching Home Economics; (3) Some worthwhile experiences in teaching of Home Economics; (4) Standards for good teaching of Home Economics; (5) Some familiarity with accepted classroom techniques; (6) Desirable personal and professional attitudes and practices for the Home Economics teacher.

Among the many fundamental principles of instruction that a student teacher should keep in mind, the following seem to be very significant:

1. Learn to like and understand children.
2. Be considerate, cheerful, fair and be firm.
3. Be open-minded and tolerant of the pupils opinion.
4. The teachers interest and enthusiasm should be kept at a high point in order to create a similar feeling among the pupils.
5. The preparation of every class period should be of such as to provide for a specific aim, a definite method procedure, and a proper relation of the lesson to that which preceded and to that which follows.
6. Maintain a spirit of cooperation and respect between teacher and pupil.

The following excerpts from reports of student teachers show how the principles listed have influenced their
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PRELIMINARY STUDY

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tion that will help in making practical application of methods of teaching and classroom procedures. The question to be answered is "What should this teacher know about a certain child in order to help the child develop to the best of his ability?"

The check list approach seems to involve one major handicap. Even though the list of important items suggested may be designed most carefully and may aim to do justice to all of the major contributions of modern research, teachers do get hypnotized by such check lists. They begin to look around for items which this list suggests, rather than for what is openly before them. They begin to despise the little but often very rich observational possibilities which may not be contained in their list. Thus, many are tempted to use kuth to show how much they can find out about a child rather than use the suggestion to throw light on Ruth.

Check list suggestions should be avoided especially in the beginning of child study procedures for even check lists which are good from the point of view of scientific research tend to invite various abuses.

Many teachers, however, do urgently wish directions as to what is important to know about children. The task, therefore, seems to be to help them face the disappointment that there is no one check list that will answer their problem. The teacher may need to be advised that no one can answer for them what will be important for the handling of Ruth, (the particular child), but that they can develop techniques and skills for finding out for themselves.

Many teachers and administrators fail to realize that the importance of any one time of possible knowledge about a child cannot be decided except on the basis of knowledge of a whole child, and that any one thing may be highly important and therefore essential to know about one child while the same item may be inappropriate in the life of another.

There is no answer to this problem of importance of data except in the very procedure of child study work itself. Instead of being given a check list developed entirely by

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Nursery School Children Gain Muscular Development. Top — Beverly Ann Wright, Center—George Frederick Sasser and Launice Potts; Bottom—Marilyn Sanders and Jesse Wilson.

TO KNOW THE NURSERY SCHOOL IS TO APPRECIATE IT

One of the outstanding features of the Home Economics Division is the work being done in the nursery school. A glimpse at its program will reveal

its importance, purposes and contributions to the development of the pre-school child and to the efficiency of the entire Home Economics Division.

The Nursery School has the objectives of any well ordered Nursery school, such as, Motor and Sensory Control, Social Adjustment, development of interests and physical development.

Some of the activities of the Nursery School are group and individual singing and listening to stories. Very special emphasis is placed on the formation of desirable habits and behavior patterns in order to assist the child in becoming adjusted to the world in which he lives. Those good habits which the child has already acquired through contact and training are re-emphasized, and such undesirable habits, if any, which he may have acquired are slowly modified and corrected by emphasis, redirection and substitution so as to produce desirable results acceptable by organized society.

The Nursery School strives to meet the objectives through the proper use of the available equipment and supplies. Students who take Nursery School Observation are given experience in selecting and constructing toys which are inexpensively made of materials which are available in the average home and community.

Not only do the pre-school children receive benefit but valuable information and experience is gained by the Home Economics pre-service teachers, who assist in the care and training of children.

Special consideration is given to parents, of the Nursery School children, for only through complete understanding and careful cooperation between the home and school can the desired objectives be attained.

One expects to find a gradual increase in the interest for what is being done in the Nursery School as the people become acquainted with the work being done there. To know the work of the Nursery School is to appreciate it.

There are two kinds of discontent in this world; the discontent that works and the discontent that wrings its hands. The first gets what it wants, and the second loses what it had. There is no cure for the first but success, and there is no cure at all for the second.

—Gordon Graham



Minnie Mae Hall, Retiring President of the N. H. T.



THE STATE CONVENTION OF
NEW HOMEMAKERS OF TEXAS

The Fourth Annual State Convention of the New Homemakers of Texas was held at Prairie View State College, February 19-20, 1942.

Mrs. A. B. Dement of Mineral Wells, Texas, National President of the Federation of Colored Womens Clubs, was guest speaker. In her address on "Victory Through Youth," Mrs. Dement pointed out vividly and interestingly the part youth could play in this National emergency. Miss Louisa Taylor, the State Adviser of the NHT presided.

During the first day of the meeting the following activities were engaged in: panel contest, committee meetings, meeting of the house of delegates, knitting lessons, annual NHT Tea, judging of exhibits and awarding of prizes for the panel and in exhibits.

In the afternoon committee reports (Prairie View District) presented their panel discussions on "The New Homemakers Can Help Win The War



NEW HOMEMAKERS OF TEXAS CONVENTION 1942

At Home." Miss Minnie Mae Hall, the retiring president of the NHT delivered very forcibly her farewell message. Panel members, of the Prairie View District, winners in panel contest were presented with Beanies in NHT colors. The Tyler District (represented by E. J. Campbell School, Nacogdoches, Texas) won first place on an exhibit of Foods Suitable to Send to Soldiers in Camp. The prize was a runner for their chapter with NHT emblems on each end. Second place—Prairie View District (Goodwill Jr. High School, Washington, Texas). Third place—(Solomon Cole High School, Corpus Christi, Texas). Prizes for second The Annual Tea for the NHT and NFA visitors was largely attended. and third places were NHT emblems.

The State Convention of the NHT was one of the most successful ones—70 schools were represented with 1829 members enrolled.

The Executive Council of the NHT decided that the state organization would buy four bonds for defense. The members set up as a part of their program of work for 1941-42, purchasing of defense bonds and stamps

as well as the conservation of materials that are useful in this war time emergency.

NEW HOMEMAKERS OF TEXAS
CONVENTION

Annual State Contest

After a full day of contesting the following schools and pupils won prizes in the entries listed:

Food For Family Living

- 1st Greenville (St. Paul)
- 2nd Marshall (Pemberton High)
- 3rd Caldwell
- 4th Nacogdoches (E. J. Campbell High)
- 5th Hempstead (Sam Schwarz)

Making Homes More Livable

- 1st Mexia (Dunbar High)
- 2nd Coleman
- 3rd Cuero
- 4th Jefferson
- 5th Bryan (Kemp High)

Clothing and Grooming Ourselves

- 1st Jefferson
- 2nd Palestine (Flint Hill High)
- 3rd Mexia (Dunbar High)

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NEW HOMEMAKERS OF TEXAS

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- 4th Marshall (Pemberton High)
- 5th Bryan (Kemp High)

Guidance of Children

- 1st Hempstead (Sam Schwarz)
- 2nd Greenville (St. Paul High)
- 3rd Nacogdoches (E. J. Campbell High)
- 4th Mexia (Dunbar High)
- 5th Jefferson

Developing Group Membership

- 1st Georgetown (Carver High)
- 2nd Bryan (Kemp High)
- 3rd Palestine (Green Bay High)
- 4th San Marcos
- 5th San Angelo

The contest members some time ago voted to award scholarships of \$25.00 to the two highest scoring New Homemakers in the annual contests. This practice was continued again this year, the winners being Miss Marie Potts, of Bryan, Texas and Miss Hattie Alexander of Jefferson, Texas.

The silver basket awarded annually to the highest scoring school, was

won by Kemp High School at Bryan, Texas.

HOME ECONOMICS DIVISION
SPEAKS

By Tucker A. Wallace

WHO USES ART?

You use ART WHEN . . .

- . . . you buy clothes
- . . . you choose a tie
- . . . you put on make-up
- . . . you set a table
- . . . you arrange flowers
- . . . you buy furnishings
- . . . you plan a house
- . . . you plant a garden
- . . . you buy a car

HOW?

- . . . in your planning
- . . . in your choices
- . . . in your arrangements.

DO YOU KNOW . . .

- . . . the right color?
- . . . the best proportions?
- . . . the best lines?
- . . . the best form?

If You DO, Then You USE ART Successfully.

A very important point comes out



Gladys Harley, Pemberton High School Marshall, Texas, President of the N. H. T. 1942-43

SCHOLARSHIP

Scholarship is organized mastery of facts, principles, and ideas. A view of life without scholarship or its equivalent in the disciplined interpretation of experience, lacks depth and power. One who has such a view is a prey to rumor, passion and superficial appearance. For a student to go through college without scholarship, acquiring credits and degrees by half-knowledge and uncritical learning, is tragic.

The habit of scholarship is an expression of fundamental character and like all character is a slow growth. It cannot be imposed from without, but can result only from a inner urge. This inner urge is born from the contagion of example. It grows stronger through a craving for excellence, through experiencing the joy of mastery and through increased interest in life.

—Adapted from Article in Antioch News.

of this. The art training for Home Economics students is based on such a practical approach; to use simple types of lines, to study the effects of light and dark contrasts, to observe and experiment with color relationships, to set forth in balanced com-

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N. H. T. Float On Homecoming Day



New Homemakers from left to right; Bettye Jane Lockwood, Doris Fortson, Viola Forrow, Maybelle Brown and Ruby L. James. Others on the float but not shown in picture are Doris Butler and Verna Mae Rice.

NHT FLOAT—A PROJECT OF COLLEGIATE NHT ON HOMECOMING DAY

In the Homecoming Day parade, the Home Economics Division portrayed the idea implied in the New Homemakers of Texas by designing for its float an attractive cottage. The car was draped in white muslin, and green and blue crepe paper was used to give the effect of vines and blossoming morning glories. Red crepe paper was used for the roof and foundation resulting in an inviting vine-covered cottage.

Riding in front of the cottage was Ruby L. James, a freshman student, carrying a silver trumpet from which hung a blue NHT pennant. The other girls riding on the float were: Maybelle Brown, Viola Forrow, Doris Fortson, Bettye Jane Lockwood, Doris Butler and Verna Mae Rice. The costumes of long blue skirts, white organdy bouses, and blue kerchiefs worn by the girls were enlarged replicas of the official insignia of the New Homemakers of Texas. The costumes were made by the girls who wore them.

The float, designed by Mr. Tucker A. Wallace of the Art Department, was constructed by Art Students.

HOME ECONOMICS DIVISION SPEAKS

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position typical object forms, and in the process of doing this growing in appreciation of these factors and learning to exercise independent discrimination in their use. Unless students acquire a normal degree of understanding of art principles by learning the skills which involves them, they cannot ever see with comprehension the beauties of architecture, sculpture and painting which are their racial heritage. Nor can they with good taste (which to be sure sometimes seems to be instinctive, but which is usually acquired) recognize the good use of line, proportion, color and harmony in their dress, their home furnishings, their community architecture; neither can they discriminate among the commercial exploitations of art in everyday use.

All of their lives people shall be called upon to exercise these judgments and the foundation for their progressive evaluation in adult life must be laid during their art training here at Prairie View State College. It is hoped that many students

in fields other than Home Economics shall be prompted to expose themselves in at least one basic art course that they too might avoid being handicapped—blind as it were to the heterogenous confusion of elements about them. This is a very necessary adjunct of every student's education for character—it is the mortar which integrates and unifies its building. All students should have training that will set them upon the right way to making judgments based on true art qualities; in the exercise of their privileges as both consumer and producer of the world's goods—they always become a householder, a purchaser of clothing, home furnishings and decorations—they may be called upon to have a voice in community planning and the choice of civic monuments, or they may become a manufacturer or business man or woman, and a purchaser of nationwide advertising.

DR. HELEN S. MITCHELL SPEAKS HERE

Dr. Helen S. Mitchell, Principal Nutritionist of the Office of the Coordinator of Health, Welfare and Re-

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Another view of N. H. T. Float, Homecoming Day—Right to left are; Maybelle Brown and Viola Farrow and Doris Fortson.

13TH ANNUAL CONFERENCE ON EDUCATION OF NEGROES

(Continued from page 1)

Most of the persons contributing to this study were following such services for a life's work. Whether or not they supported their families entirely from their wages earned, was not known. The size of wages indicated poor economic status in any case.

Disadvantages of rendering such services were listed by some of the workers. It has long been known that the name "servant" is generally disliked by people. Wages are poor, work is difficult and unstandardized; hours are too long, for the pay, but even, for adequate pay the hours might be too long for efficiency.

It seems that in spite of lack of legal regulations for household employment, some placement agencies might help to improve the terms and conditions of employees in personal service. The larger number of persons, men and women, in personal service emphasize the importance of regulation of these occupations. The existence of standards, of any kind would in itself be encouraging, and

the fact that some standards, non-legal though they be, might be used by various placement agencies, would suggest that more such agencies could well take action of this kind.

TEACHER EDUCATION PROGRAM

(Continued from page 2)

teaching and behavior during the training period:

"I do not accept any inferior work. It must represent the pupils best. I study my pupils and I know just about what each one can do. Much of the work is planned to care for individual differences. I feel that my understandings of the problems of the Home Economics teacher have been developed through my experiences and observations. My student teaching has been very beneficial in that, I am able to adjust myself to new surroundings. I have developed more initiative, gained new ideas and have a better spirit of cooperation in working and associating with other people."

DR. HELEN MITCHELL SPEAKS

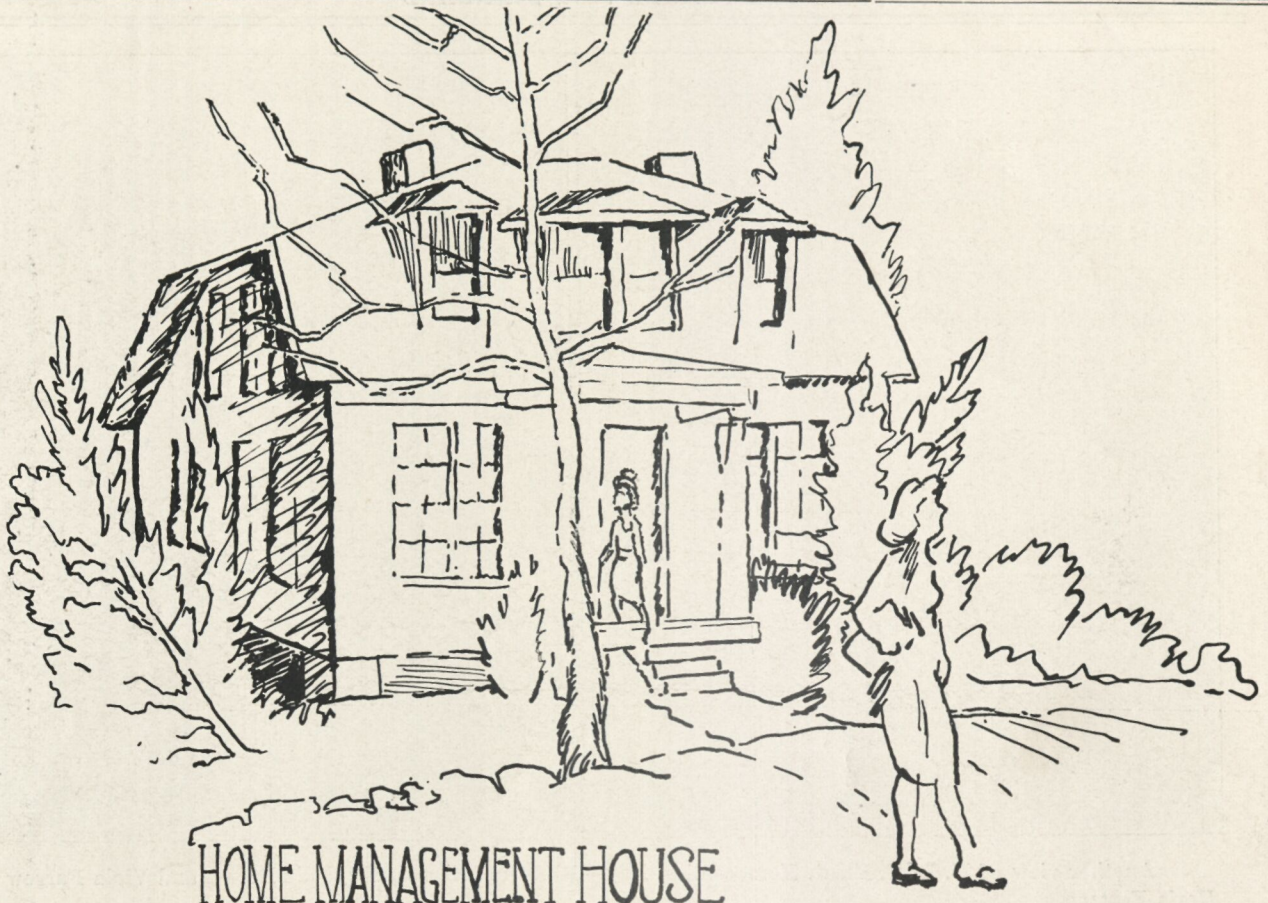
(Continued from page 6)

lated Defense Activities, of the Federal Security Agency, Office of Edu-

cation, Washington, D. C., spoke recently to students and teachers at Prairie View State College, about nutrition and its importance as a factor in maintaining health and morale, during times of stress and strain, such as we are passing through today. Dr. Mitchell spoke instructively and convincingly of the responsibility each individual has for his own health. The facts of nutrition were brought to the audience in such a way that there were no doubts in the minds of the listeners as to the kind of diet needed to produce poised and well balanced men, women and children. The speaker stressed the point that mental as well as physical health may often be affected by the food eaten in combination, of course, with other factors.

The interest of the audience was shown during the discussion and at the end of the discussion by asking Dr. Mitchell many thought-provoking questions.

All students and faculty were invited and Home Economics and Agriculture students were especially urged to get this important new viewpoint of nutrition and its relation to mental and physical well being.



HOME MANAGEMENT HOUSE

PRELIMINARY STUDY

(Continued from page 3)

others they should be encouraged to develop their own techniques to answer that question of what is important to know, for only that teacher herself can do so with hope of applying practically what has been found.

Most teachers know more than they are aware of about children. The things which they list about the children when required to do so will usually be a selection of what they really know, put into general statements. If, however, they are given a check list, teachers will use that as a selective guide and will usually begin by telling what somebody else thinks they should know instead of telling what they themselves know.

A first task, therefore, should be to encourage and to help teachers to translate all these "little" observations, and fragments of knowledge on their children gathered during their work with them, into recordable statements. They should also be helped to learn how to record what

they know without rendering ineffective their actual observations. It has been found most helpful to encourage teachers not only to realize what they have, but to start from that point before looking around for what somebody else might want to know about their children. Anything they have is better to start with than what might be produced by elaborate artificial techniques.

These same suggestions were used in making the study of the twelve (12) Nursery School Children, by the author. The children were given physical examinations by a doctor and a nurse, intelligence tests administered by the author, and observation of behavior incidents by the author.

Standardized tests for I. Q. and M. A. were used, and information tests were constructed by the author. A rating sheet was given to 52 college students taking a course in Nursery School Observation. They were asked to rate the twelve children, and an average of the rating was used for each child.

Many look upon age expressed in terms of years and months after birth as representing the true status of the

individual. But the more we study growth, the more we realize that there are wide differences between individuals. Some children are more mature physiologically at ten than others are at twelve. Since this is true, we should regulate our program for the child by the state of his development. This survey of growth shows the importance of studying the individual child, for to measure the mental or physical development by the age of the child alone, seems inadequate.

This study is simply introduced, for the writer feels that it is merely a statement of a problem that should be very vital to every mother. Not only should studies be made of the preschool children, but of every child regardless of age enrolled in the school. The writer hopes that follow-up studies will be made of these twelve children from now until they leave college or as long as it is possible to make observations of behavior and add to records in the individual file.

BUY DEFENSE STAMPS AND BONDS

CARE FOR YOUR PHYSICAL AND MENTAL HEALTH